

**LECTURERS' ORAL CORRECTIVE FEEDBACK IN SPEAKING CLASS
AT ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF
SURAKARTA IN 2018**



RESEARCH PAPER

**Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor
Degree of Education in English Department Faculty of a Teaching Training**

By

MELINDA NUTIKA CLARA APRISKA

A320140072

**FACULTY OF TEACHING TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2018**

APPROVAL

LECTURERS' ORAL CORRECTIVE FEEDBACK IN SPEAKING CLASS
AT ENGLISH DEPARTMENT MUHAMMADIYAH UNIVERSITY OF
SURAKARTA IN 2018

RESEARCH PAPER

By:

MELINDA NUTIKA CLARA APRISKA
A320140072

Approved to be examined by Consultant
English Department
School of Teacher Training and Education
Muhammadiyah University of Surakarta
2018

Consultant,



Prof. Endang Fauziati, M.Hum
NIK/NIP: 274

ACCEPTANCE

LECTURERS' ORAL CORRECTIVE FEEDBACK IN SPEAKING CLASS AT
ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF
SURAKARTA IN 2018

RESEARCH PAPER

By :

MELINDA NUTIKA CLARA APRISKA




A320140072

Accepted by the Board Examiners
School of Teacher Training Education
Muhammadiyah University of Surakarta

On November, 2018

The Board Examiners

1. Prof. Dr. Endang Fauziati, M.Hum
Chair Person
2. Mauliyah Halwat Hikmat, Ph.D.
Member I
3. Koesoemo Ratih, Ph.D.
Member II

()
()
()

Dean,




Prof. Dr. Harun Prayitno, M.Hum

NIP. 132049998

PRONOUNCEMENT

I am the researcher, signed on the statement below:

Name : Melinda Nutika Clara Apriska

NIM : A320140072

Department : Department of English Education

Title : **LECTURERS' ORAL CORRECTIVE FEEDBACK IN
SPEAKING CLASS AT ENGLISH DEPARTMENT OF
MUHAMMADIYAH UNIVERSITY OF SURAKARTA IN
2018**

Herewith, I testify that in this publication article there is no plagiarism of the previous literary work which has been raised to obtain bachelor degree of university, nor there are opinions or masterpieces which have been written or published by others, except those in which writing are referred in the manuscript and mentioned in the literary review and bibliography.

If later, the results of this study are proven as plagiarism, I will be fully responsible and willing to accept sanction in accordance with applicable regulations.

Surakarta, November 12, 2018

The Researcher,



Melinda Nutika Clara Apriska

A320140072

MOTTO

**Push yourself because no one else is going to do it for you.
(Anonymous)**

**Take risks: If you win, you'll be happy. If you lose, you'll be wise.
(Anonymous)**

**If you want to wait until ready, we will spend the rest of our lives just to wait.
(Lemony Snicket)**

**It's fine if you are late graduating from your study. It's never too late to
make your parents proud of you.
(Melinda Nutika C.A.)**

**Kita buat yang lebih besar dari ragu dan ketakutanmu.
(nkchi)**

DEDICATION

This research paper is dedicated to:

Her beloved mother *Sugiharti*,

Her beloved father Setiyo *Kuncoro*,

Her beloved family,

Her beloved friends

Her beloved lecturers, and

Her almamater.

Thanks for your praying and support.

ACKNOWLEDGEMENT

Assalamualaikum Warahmatullahi Wabarakatuh

All praises and thanks are given to Allah Subhanahu Wata' ala, because of His pity and bless the researcher can finish his research paper entitled **“LECTURERS’ ORAL CORRECTIVE FEEDBACK IN SPEAKING CLASS AT ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA IN 2018.”**The researcher is also giving thanks for people who have directly or indirectly supported, suggested and given constructive criticism.

1. Prof. Dr. Harun Joko Prayitno, the Dean of Muhammadiyah University of Surakarta
2. Mauliy Halwat Hikmat, Ph.D, the Head of English Department of Muhammadiyah University of Surakarta
3. Prof. Dr. Endang Fauziati, M.Hum, as the consultant, who has given knowledge, correction, and advice to finish this research paper.
4. All lecturers on Department of English Education in the Muhammadiyah University of Surakarta for all the beneficial knowledge that has accepted by the researcher
5. Her parents, Mr. Setiyo Kuncoro and Mrs. Sugiharti who has become motivation to finish this research paper quickly.
6. Her dearest family, for togetherness, prayers, and support.
7. Her beloved friends Yurika Nendri and Elok Mufidati, for spirit, laugh, and your love.
8. Her friend's in Kos Fatimah, Jelika, Meissy, Firda, Siwi, for the spirit, laugh, and experience like family in the second home.
9. Her friend's in Fsh, for the togetherness, happiness, laugh, and support
10. Her friend's Agung P.L. Aji and Doddy Surya Pratama, for you're helped.
11. Her friend's in Greneng-greneng squad Arab, Bedjo, and the others, for the togetherness and happiness.
12. Her friends, Prio Eko Saputro for the togetherness, support, and pray.

13. The team of Balthazar Production Drama Performance of Cinderella Lost Story, thank for the great experience.
14. The team of internship 1, 2, 3 in SMP N 2 Colomadu for the experience and being team work.
15. The team of Field Work (KKN) in Tempelrejo, Mondokan, Sragen, for the togetherness, laugh, and experience like family about 2 months.
16. All people who cannot be mentioned one by one.

The researcher gives thanks for all helps, suggestions, supports, corrections and other experiences that are given for researcher. The researcher hopes that this research paper will enrich knowledge and gives benefit to others.

Surakarta, 26 October 2018

The Researcher

Melinda Nutika C.A.

A320140072

TABLE OF CONTENT

| | |
|---|-----|
| COVER | i |
| APPROVAL..... | ii |
| ACCEPTANCE | iii |
| PRONOUNCEMENT | iv |
| MOTTO | v |
| DEDICATION | vi |
| ACKNOWLEDGEMENT | vii |
| TABLE OF CONTENT | ix |
| ABSTRAK | xii |
| ABSTRACT..... | xii |
| CHAPTER I..... | 1 |
| A. Background of the study | 1 |
| B. Limitation of the Study | 3 |
| C. Research Questions | 3 |
| D. Objective of the study | 3 |
| E. Research Paper Organization | 3 |
| F. Benefits of the Study | 4 |
| CHAPTER II..... | 5 |
| REVIEW OF RELATED LITERATURE | 5 |
| A. Previous Study | 5 |
| B. Underlying Theories..... | 9 |
| 1. Speaking | 9 |
| a. Speaking skill..... | 9 |
| b. Macro and Micro skills of speaking | 9 |
| 1) Micro skills of Speaking | 9 |
| 2) Macro skills of Speaking | 10 |
| 2. Corrective Feedback | 11 |
| a. Notion of Corrective Feedback..... | 11 |

| | |
|---|----|
| b. Type of Corrective Feedback..... | 12 |
| c. Function of Corrective Feedback..... | 15 |
| CHAPTER III | 17 |
| RESEARCH METHOD..... | 17 |
| A. Type of Method..... | 17 |
| B. Object of the Research | 18 |
| C. Subject of the Research..... | 18 |
| D. Data and Data Source..... | 18 |
| E. Methods for Collecting Data..... | 18 |
| 1. Observation..... | 18 |
| F. Technique for Analyzing Data | 19 |
| G. Credibility of Data..... | 20 |
| CHAPTER IV | 21 |
| RESEARCH FINDING AND DISCUSSION | 21 |
| A. Research findings | 21 |
| 1. Types of Corrective Feedback..... | 21 |
| a. Metalinguistic Feedback | 21 |
| b. Recasts | 23 |
| c. Explicit Feedback | 24 |
| d. Repetition..... | 25 |
| e. Elicitation..... | 27 |
| f. Classification Request..... | 28 |
| 2. The Frequency and Dominant of Each Type of Corrective Feedback . | 29 |
| B. Discussion | 30 |
| CHAPTER V..... | 33 |
| CONCLUSION, PEDAGOGICAL IMPLICATION, AND SUGGESTION... | 33 |
| A. Conclusion | 33 |
| B. Pedagogical Implication..... | 33 |
| C. Suggestions | 34 |
| BIBLIOGRAPHY | 35 |
| Hayriye Kayi. (1998). <i>Teaching Speaking: Activities to Promote Speaking in a Second Language</i> . Nevada, USA: University of Nevada (Nevada,USA). | 36 |

| | |
|---|----|
| DATA APPENDIX..... | 38 |
| L: <i>July</i> /dʒʊ 'lʌ/ or /jʊl 'lʌ/? | 3 |
| S: <i>July</i> /dʒʊ 'lʌ/ | 3 |
| L: <i>Written</i> /'rɪtɪn/ or /written/? | 3 |
| S: <i>Written</i> /'rɪtɪn/or..... | 3 |
| L: <i>Confirm</i> /kən 'fə:m/ or /kon 'fɪ:m/? | 3 |
| S: <i>Confirm</i> /kən 'fə:m/ | 3 |

LECTURERS' ORAL CORRECTIVE FEEDBACK IN SPEAKING CLASS AT ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA IN 2018

ABSTRAK

Penelitian ini mendeskripsikan tentang koreksi dosen di kelas berbicara FKIP Bahasa Inggris Universitas Muhammadiyah Surakarta pada 2018. Tujuan dari penelitian ini untuk (1) mendiskusikan tipe dari umpan balik yang diberikan oleh dosen di kelas berbicara FKIP UMS Universitas Muhammadiyah Surakarta pada 2018. (2) Frekuensi dan tipe umpan balik bicara yang sering digunakan oleh dosen di FKIP Bahasa Inggris Universitas Muhammadiyah Surakarta pada 2018. Metode yang digunakan adalah kualitatif. Hasil dari penelitian ini menunjukkan bahwa (1) ada 6 tipe umpan balik yang digunakan oleh dosen di kelas berbicara FKIP Bahasa Inggris pada 2018 yaitu Metalinguistik, Perombakan, Koreksi Eksplisit, Pengulangan, Pendatanganan, Permintaan Klarifikasi. (2) frekuensi dari setiap tipe adalah umpan balik Metalinguistik 22 data atau sekitar 36,07%. Perombakan 12 data atau sekitar 19,67%. Koreksi eksplisit 11 data atau sekitar 18,03%. Perombakan 9 data atau sekitar 14,75%. Pendatanganan 4 data arau sekitar 6,56%. Permintaan klarifikasi 3 data atau sekitar 4,92%. Umpan balik Metalinguistik adalah tipe yang paling sering digunakan oleh dosen untuk memberikan umpan balik.

Kata Kunci: Umpan balik, bicara, dosen, tipe, frekuensi dan dominan.

ABSTRACT

The research aims to describe the lecturers' oral corrective feedbacks in speaking class at English Department of Muhammadiyah University of Surakarta in 2018. The objectives of this research are (1) to discuss about the types of corrective feedback given by the lecturers in speaking class at English Department of Muhammadiyah University of Surakarta in 2018. (2) to discuss about the frequency and dominant type of corrective feedback given by the lecturers in speaking class at English Department of Muhammadiyah University of Surakarta in 2018. The type of this research is qualitative research. The result of this research show that (1) there are 6 types of oral corrective feedback that given by the lecturers at English Department of Muhammadiyah University of Surakarta in 2018, namely metalingusitic feedback, recast, explicit feedback, repetition, elicitation, and clarification request. (2) the frequency of each type are Metalinguistic feedback 22 data or about 36,07%, recast 12 data or about 19,67%, explicit feedback 11 data or about 18,03%, repetition 9 or about 14,75%, elicitation 4 data or about 6,56%, classification request 3 data or about 4,92%. Metalinguistic feedback is the dominant type of oral corrective feedback which is use by the lecturer.

Keywords: *corrective feedback, speaking, lecturer, types, frequency and dominant*